

BRIEFING PACKET STATE RELEASE

COMMONWEALTH ACCOUNTABILITY TESTING SYSTEM (CATS)

ACCOUNTABILITY CYCLE 2006

Midpoint Report
(1998-1999 to 2004-2005)



Kentucky Department
of Education

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Gene Wilhoit, Commissioner
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INTRODUCTION

This is the Midpoint Report of the third biennium of the Commonwealth Accountability Testing System (CATS). It represents the *first* year of the third application of the Growth Chart unique to each school (see sample Growth Chart next page). Note that the third biennium of CATS will *not* be complete until after the Spring 2006 test administration.

Each school has a precise target to meet or exceed in each biennium to reach the Meeting Goal area of the graphic, and thus to be on target to reach 100 or Proficiency by 2014. The target values for each school include a standard error or fairness margin for the Goal and Assistance Lines. Because of this, the CATS Accountability Model gives an acceptable cushion to schools in that if a school is just *below* the Goal line, but within one standard error, the school is treated as if (or categorized as if) the school was at or above the Goal Line. The same holds true for the Assistance Line.

The following bullets summarize important points about the CATS Accountability Model (see illustration on the next page):

- The Goal Line represents the point at or above which schools become eligible for rewards for *growth*. Notice how it is represented by a straight line that begins in 2000 at the baseline and ends in 2014 at 100.
- The Assistance Line represents the point below which a school becomes eligible for assistance from the state; a straight line that begins in 2002 at the baseline and ends in 2014 at 80 provides the boundary for the Assistance Line.
- Both of the lines (Goal Line and the Assistance Line) have associated standard errors ranging from approximately 0.5 to 3.0, depending upon school level (elementary, middle or high school) and the number of students in the school.
- Schools between the Goal Line and the Assistance Line are considered Progressing and are held harmless in the accountability system if they continue to demonstrate growth.
- For a school to be eligible for rewards, it must also meet the novice reduction and dropout criteria:

Schools must reduce their percent of novices on a schedule so that by 2014, the school has 5 percent or less of its students scoring novice.

High schools must have a dropout rate less than or equal to 5.3 percent or reduce their percent of dropouts by 0.5 percent, but still have a dropout rate less than or equal to 6 percent.
- The CATS Accountability Model also provides a set of one-time Recognition points and defines the requirements for being a “Pace Setter” school.

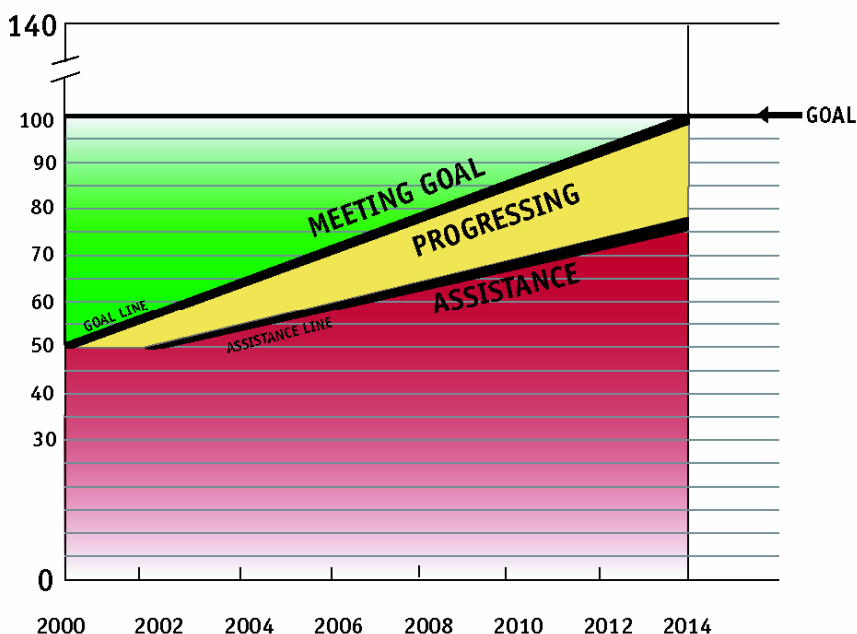
Commonwealth Accountability Testing System Long-term Accountability Model

Each school will have a customized chart like this one based on its own baseline scores, and a goal of 100 by year 2014. This example is for a hypothetical school with a baseline of 50.

MEETING GOAL: Schools at or above the Goal Line will receive three shares of rewards (per full time equivalent certified staff member). The Goal Line includes a fairness margin. If a school is that close to its Goal Line, it will still receive three shares of rewards.

PROGRESSING: Schools scoring below their Goal Line but at or above their Assistance Line will be classified as 'Progressing'. A school in this zone receives 1/2 share of rewards (per full time equivalent certified staff member) provided it obtains an index greater than it did in the previous biennium. Schools with stable or declining scores will receive no rewards but also no consequences.

ASSISTANCE: Schools falling below the Assistance Line may be eligible for a "scholastic audit" to determine how much assistance or help is needed and whether it should be monetary (Commonwealth School Improvement Funds) and/or human resources (highly-skilled educators).



SCHOOL RECOGNITION POINTS: When a school passes a RECOGNITION POINT based on its total accountability score, it will receive a share of rewards as a one-time recognition of achievement. Five levels of recognition were established by the Kentucky Board of Education. The five recognition points are located at accountability indices of 55, 66, 77, 88 and 100.

PACE SETTER SCHOOLS: The top 5% of schools will be designated as "Pace Setters" if they have met or exceeded the fourth recognition point. They will receive 1 share of rewards provided that they are not receiving rewards under any other provision and provided that they have not declined in both the previous two biennia.

Note: To receive rewards, a school must also meet both the dropout reduction and novice reduction requirements.

OBSERVATIONS

This is the Midpoint Report of the third biennium of the Commonwealth Accountability Testing System (CATS).

In June 2001 the Kentucky Board of Education approved new performance standards for CATS. Using these new standards, baseline scores were developed for each of Kentucky's nearly 1,300 public schools. The 1998-99 through 2004-2005 accountability indices and trends reported here are based upon the new standards and baselines.

The accountability indices listed include the Norm Referenced Test (NRT) and the Comprehensive Test of Basic Skills (CTBS)¹. The NRT component accounts for 5% of the total accountability index.

¹ Reading, Language Arts, and Mathematics sub scores are used.

ELEMENTARY SCHOOL PERFORMANCE:

- Students are tested in Reading, Language Arts and Mathematics at the End of Primary with multiple-choice questions; Reading and Science at the 4th grade level with multiple-choice and open-response questions, a writing sample, and a writing portfolio; and Mathematics, Social Studies, Arts & Humanities and Practical Living/Vocational Studies at the 5th grade level with multiple-choice and open-response questions.
- Students with disabilities, who cannot participate in the regular curriculum and consequently, the regular assessments, submit an Alternate Portfolio at the 4th grade level for accountability.
- Compared to the goal of 100, students scored highest in Science with an index of 87.6. The second-highest academic index performance was shown in Reading at 87.1. The lowest performance area is Arts & Humanities, with an index of 62.8.
- Viewing the academic index trend data from 1999 to 2005, the general trend is for scores to increase by several points each year. However, for elementary schools from 2004 to 2005, the academic index gain for Reading and Science was minimal. During these same two years, the academic index for Mathematics and Social Studies actually decreased by several points. Arts & Humanities and Practical Living/Vocational Studies showed increases of 4.5 and 2.5, respectively. The Total Writing score for elementary schools was up 2.5 points.
- While year-to-year decreases in CATS academic index scores are rare, the flat performance and decreases at the elementary school level are not totally unexpected. Compared to the goal of 100 or proficiency, the academic indices for Reading (87.1), Science (87.6) and Social Studies (79.3) are quite high. As schools close in on the goal of 100, small year-to-year fluctuation in statewide academic indices can probably be expected because of the instructional challenges inherent with maintaining high academic performance.
- The decrease in Mathematics of 2.7 points from 2004 to 2005 (i.e., $74.4 - 77.1 = -2.7$) is noteworthy.

MIDDLE SCHOOL PERFORMANCE:

- Students are tested in Reading, Language Arts and Mathematics at the 6th grade level with multiple-choice questions; Reading and Science at the 7th grade level with multiple-choice and open-response questions, a writing sample, and a writing portfolio; and Mathematics, Social Studies, Arts & Humanities and Practical Living/Vocational Studies at the 8th grade level with multiple-choice and open-response questions.
- Students with disabilities who cannot participate in the regular curriculum and consequently, the regular assessments, submit an Alternate Portfolio at the 8th grade level for accountability.
- Compared to the goal of 100, Reading showed the highest achievement with an index of 87.0. The second-highest performance was shown in Arts & Humanities and Practical Living/Vocational with an academic index of 76.5 and 74.3, respectively. The lowest performance area is Writing, with an overall index of 57.3.
- Similar to elementary schools, viewing the academic index trend data from 1999 to 2005, the general trend is for scores to increase by several points each year. For middle schools from 2004 to 2005, the academic index gain for Reading and Mathematics was 1.9 and 2.9, respectively. During these same two years, the academic index for Science and Social Studies each slightly decreased by 0.6. Arts & Humanities and Practical Living/Vocational Studies showed increases of 6.7 and 4.1, respectively. The Total Writing score for middle schools was up 2.4 points.
- Like the elementary school level, year-to-year decreases in CATS academic index scores are rare. As schools begin to score in the mid- to upper-seventies and low eighties, small year-to-year fluctuation in statewide academic indices can probably be expected because of the instructional challenges inherent with achieving high academic performance. While the 2005 academic indices for Science (74.0) and Social Studies (73.5) each decreased compared to 2004 scores, the academic indices in 2005 are greater than those from 2003.

HIGH SCHOOL PERFORMANCE:

- Students are tested in Reading, Language Arts and Mathematics at the 9th grade level with multiple-choice questions; Reading and Practical Living/Vocational Studies at the 10th grade level with multiple-choice and open-response questions; Mathematics, Science, Social Studies and Arts & Humanities at the 11th grade level with multiple-choice and open-response questions; and Writing at the 12th grade level with a writing sample and a writing portfolio.
- Students with disabilities who cannot participate in the regular curriculum and consequently, the regular assessments, submit an Alternate Portfolio their last year of high school for accountability.
- The main four core subjects of Reading, Mathematics, Science and Social Studies showed academic indices all within a range of 66.3 to 78.1, compared to the state goal of 100. The highest academic indices were Practical Living/Vocational Studies and Social Studies, at 79.1 and 78.1, respectively. The lowest achievement was shown in Mathematics and Writing, at 66.3 and 68.3, respectively.

- For high schools from 2004-2005, the academic index increase for Reading, Social Studies, Science and Writing was 3.7, 4.6, 1.1 and 3.2 respectively. During the same period, Practical Living/ Vocational Studies had a slight decrease of 0.1, and Mathematics and Arts & Humanities had notable decreases of 2.3 and 1.6, respectively. These represent areas of concern.

- Similar to previous school levels the overall high school trends are increasing. The total academic index for high school has increased by 1.6. Even looking at Mathematics and Arts & Humanities, their academic indices are greater in 2005 compared to academic indices from 1999 to 2003.

ALL GRADES AND CONTENT AREAS:

With respect to the Accountability Index, each grade level has registered yearly gains over the seven years of CATS, with the exception of elementary schools from 2004 to 2005, which stayed flat at 81.5. While some content areas did not show gains as compared to previous years, fluctuation in statewide academic indices may happen from year-to-year because of the instructional challenges inherent with maintaining high academic performance.

The gain in the Total Academic Index from 2001 to 2002 for elementary, middle and high schools was 2.1, 1.0 and 1.7, respectively. In contrast, gains for elementary, middle and high schools for 2002 to 2003 were 3.3, 3.1 and 1.8, respectively, while gains for 2003 to 2004 were 5.9, 3.0 and 3.9, respectively. The changes for 2004 to 2005 were -0.1, 1.9 and 1.6, respectively.

From 2004 to 2005, less progress was shown for some content areas and grade levels than others. While this is cause for concern, the large increases seen in the past may be more difficult to achieve because scores over the years have steadily increased, in some cases to relatively high levels. For example, at the elementary and middle school levels, the Reading index is in the mid-eighties, the same for elementary school Science. Fluctuations in these scores from year to year may happen because achievement is high. In other cases, fluctuations or decreases in academic scores are of more concern. For example, the decreases seen in high school Mathematics from 68.6 to 66.3 and high school Arts & Humanities from 72.3 to 70.7 are areas of concern.

The tables and graphs on the following pages provide trends for CATS data 1999-2005 and have been rounded to the nearest tenth of a point.

NUMBER OF STUDENTS TESTED

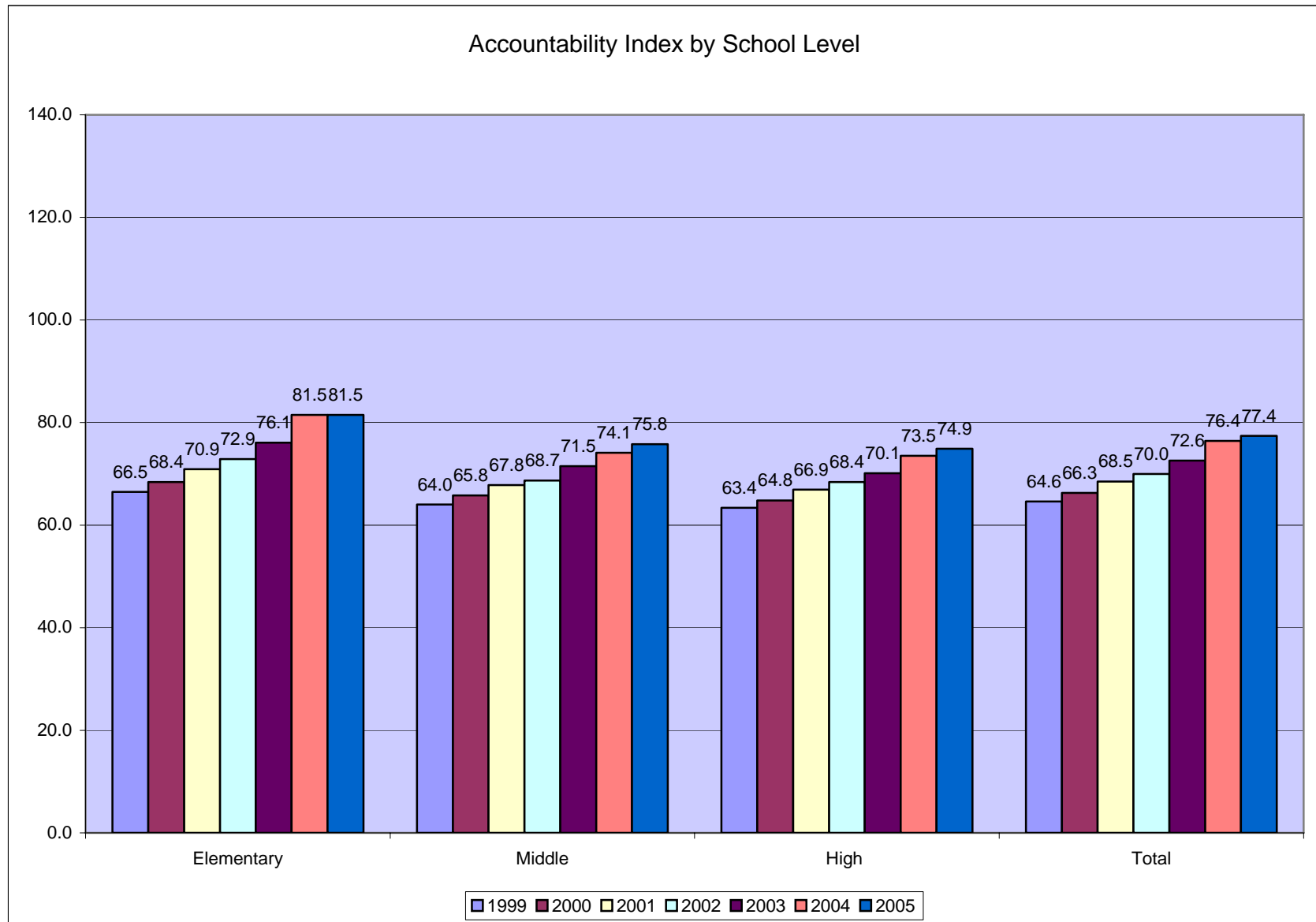
	Number of Students Tested by Grade						
	1999	2000	2001	2002	2003	2004	2005
End of Primary	51,641	50,854	49,800	48,764	48,117	47,816	47,288
4th Grade	48,553	49,554	49,949	49,302	48,568	48,001	47,832
5th Grade	46,795	48,476	49,508	50,207	49,679	49,001	48,449
6th Grade	47,557	46,860	48,668	49,861	50,751	50,074	49,259
7th Grade	48,176	48,186	47,657	49,266	50,313	51,528	50,893
8th Grade	48,936	47,448	47,544	47,367	49,069	50,506	51,311
9th Grade	51,397	51,757	50,590	50,828	50,500	51,862	53,528
10th Grade	45,976	44,580	45,565	45,243	45,675	45,590	46,782
11th Grade	40,756	40,649	39,401	40,514	40,496	40,715	40,907
12th Grade	37,976	37,974	37,683	37,276	38,561	37,843	37,887

	Number of Students Tested by Level						
	1999	2000	2001	2002	2003	2004	2005
Elementary	146,989	148,884	149,257	148,273	146,364	144,818	143,569
Middle	144,669	142,494	143,869	146,494	150,133	152,108	151,463
High	176,105	174,960	173,239	173,861	175,232	176,010	179,104
Total	467,763	466,338	466,365	468,628	471,729	472,936	474,136

ACCOUNTABILITY INDEX RANGES BY SCHOOL LEVEL

Accountability Index Range	Elementary			Middle			High		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
100+	13	30	39	3	2	3	0	2	2
90-99.9	50	117	117	8	17	26	3	9	12
80-89.9	164	277	251	43	59	71	25	37	43
70-79.9	313	228	243	132	153	160	75	98	108
60-69.9	172	83	78	122	94	74	99	75	67
50-59.9	38	15	18	33	19	11	33	19	8
40-49.9	5	0	0	6	3	2	3	0	0
30-39.9	0	0	0	1	0	0	0	0	0

INDICES BY ELEMENTARY, MIDDLE AND HIGH SCHOOL



PERFORMANCE LEVEL PERCENTAGES BY CONTENT AREA FOR ELEMENTARY SCHOOL

Elementary		Performance Level Percentages										Academic Index
		Novice				Apprentice				Proficient	Distinguished	
		Non-Performance	Medium	High	Total	Low	Medium	High	Total			
Reading	1999	0.27	1.32	16.61	18.20	6.80	8.98	9.97	25.75	50.40	5.65	78.9
	2000	0.16	0.90	15.58	16.64	6.97	8.61	10.65	26.23	51.70	5.43	79.9
	2001	0.15	0.67	14.86	15.68	6.98	8.86	10.08	25.92	52.97	5.43	80.7
	2002	0.10	0.54	14.33	14.96	6.71	8.89	9.21	24.80	54.08	6.16	81.9
	2003	0.07	0.55	12.42	13.03	6.89	8.41	9.40	24.69	55.56	6.72	83.6
	2004	0.08	0.43	10.66	11.17	5.22	7.42	9.53	22.16	58.76	7.91	86.8
	2005	0.09	0.39	10.23	10.71	5.52	7.45	8.81	21.79	59.53	7.97	87.1
Mathematics	1999	0.44	3.82	38.44	42.70	9.76	9.70	9.78	29.23	24.00	4.07	57.7
	2000	0.63	3.13	34.81	38.57	10.71	9.73	9.75	30.19	26.50	4.75	60.5
	2001	0.43	2.59	31.76	34.78	10.40	9.92	10.58	30.90	28.25	6.07	63.9
	2002	0.37	1.92	30.17	32.46	10.28	10.41	10.51	31.20	29.14	7.21	66.1
	2003	0.22	2.13	28.78	31.13	10.37	9.56	10.82	30.75	29.86	8.26	67.7
	2004	0.17	1.21	21.46	22.84	8.04	9.92	10.91	28.88	35.38	12.90	77.1
	2005	0.15	1.33	23.29	24.77	9.10	9.81	11.13	30.05	33.70	11.49	74.4
Science	1999	0.28	1.39	16.38	18.05	13.05	16.75	19.49	49.28	27.21	5.46	70.2
	2000	0.28	0.96	13.17	14.41	12.15	17.88	19.63	49.66	30.41	5.52	73.0
	2001	0.26	0.81	10.63	11.70	10.70	16.50	19.60	46.80	34.50	7.00	77.0
	2002	0.18	0.71	10.25	11.13	10.09	16.89	20.38	47.36	34.98	6.53	77.4
	2003	0.11	0.42	7.61	8.15	8.90	15.72	20.36	44.98	37.84	9.03	81.8
	2004	0.12	0.33	6.48	6.93	7.02	12.73	18.33	38.07	40.74	14.26	87.5
	2005	0.10	0.25	5.21	5.56	7.18	13.43	19.65	40.27	40.63	13.54	87.6
Social Studies	1999	0.26	2.27	32.15	34.69	8.86	8.90	8.64	26.39	31.60	7.33	66.3
	2000	0.24	2.21	32.13	34.57	7.16	10.02	8.45	25.63	32.38	7.42	67.0
	2001	0.28	1.89	30.14	32.31	8.21	9.72	9.00	26.93	32.45	8.31	68.5
	2002	0.15	1.55	28.26	29.95	7.55	9.69	9.27	26.51	34.16	9.38	71.1
	2003	0.10	1.02	25.72	26.85	7.17	9.42	8.72	25.30	37.65	10.20	74.2
	2004	0.16	0.79	19.67	20.62	5.89	10.04	7.70	23.63	39.97	15.78	81.8
	2005	0.11	0.83	19.77	20.71	7.49	10.32	8.72	26.54	39.89	12.87	79.3

Elementary		Performance Level Percentages *						Academic Index
		Novice *			Apprentice *	Proficient	Distinguished	
		Non-Performance	Medium	Total				
Arts & Humanities	1999	1.25	51.27	52.52	35.47	8.68	3.34	41.3
	2000	1.47	46.78	48.25	38.25	9.90	3.60	44.0
	2001	0.94	43.60	44.54	43.80	9.28	2.38	44.6
	2002	0.71	37.83	38.54	46.72	10.74	3.99	49.3
	2003	1.27	35.90	37.17	38.66	15.55	8.62	55.5
	2004	0.79	25.85	26.64	51.20	17.07	5.09	58.3
	2005	0.95	29.53	30.48	37.37	21.16	11.00	62.8
Practical Living/ Vocational Std.	1999	1.45	23.99	25.44	28.76	36.95	8.86	69.7
	2000	1.47	22.77	24.25	30.45	36.58	8.72	70.0
	2001	1.42	20.66	22.09	31.49	36.23	10.19	72.1
	2002	0.83	18.77	19.60	31.79	39.40	9.21	73.8
	2003	0.86	16.82	17.68	29.12	41.79	11.42	77.4
	2004	1.08	14.33	15.40	26.86	41.07	16.66	82.4
	2005	0.87	12.95	13.82	23.33	46.94	15.91	84.9
Total Writing	1999	0.39	32.75	33.13	48.90	16.94	1.01	52.0
	2000	0.35	29.70	30.04	50.07	18.83	1.06	54.2
	2001	0.35	23.78	24.13	52.29	22.02	1.56	58.7
	2002	0.24	18.19	18.43	56.27	23.48	1.81	62.1
	2003	0.21	13.40	13.61	52.48	31.38	2.53	68.1
	2004	0.22	9.09	9.32	51.97	35.69	3.03	72.3
	2005	0.25	8.19	8.44	48.28	39.44	3.84	74.8
Writing On-Demand	1999	0.47	59.96	60.43	37.75	1.76	0.07	
	2000	0.47	54.96	55.43	39.58	4.85	0.14	
	2001	0.42	44.69	45.11	47.56	7.06	0.26	
	2002	0.30	31.38	31.68	63.29	4.74	0.29	
	2003	0.27	35.49	35.76	55.97	7.72	0.56	
	2004	0.24	25.39	25.63	66.07	7.66	0.64	
	2005	0.29	28.87	29.16	64.97	5.18	0.69	
Writing Portfolio	1999	0.37	25.95	26.31	51.69	20.74	1.25	
	2000	0.32	23.38	23.69	52.69	22.33	1.29	
	2001	0.33	18.55	18.89	53.47	25.76	1.89	
	2002	0.23	14.89	15.12	54.52	28.17	2.19	
	2003	0.19	7.88	8.07	51.61	37.29	3.02	
	2004	0.22	5.02	5.24	48.44	42.70	3.63	
	2005	0.24	3.02	3.26	44.11	48.00	4.63	

9/21/2005

* For the

content areas presented on this page, there are no Novice-High, Apprentice-Low or Apprentice-High performance classifications.

PERFORMANCE LEVEL PERCENTAGES BY CONTENT AREA FOR MIDDLE SCHOOL

Middle		Performance Level Percentages										Academic Index
		Novice				Apprentice				Proficient	Distinguished	
		Non-Performance	Medium	High	Total	Low	Medium	High	Total			
Reading	1999	0.49	1.20	14.49	16.17	7.90	12.02	13.44	33.36	44.12	6.35	78.1
	2000	0.40	1.08	13.88	15.36	8.23	12.20	13.33	33.76	44.77	6.11	78.3
	2001	0.43	0.78	11.64	12.84	7.48	12.51	13.28	33.27	48.03	5.86	80.5
	2002	0.31	0.78	11.04	12.13	8.04	11.56	12.53	32.14	49.49	6.24	81.4
	2003	0.19	0.69	10.58	11.46	7.21	11.96	12.08	31.25	49.99	7.30	82.8
	2004	0.16	0.39	7.76	8.31	6.58	12.00	13.40	31.97	52.74	6.97	85.1
	2005	0.18	0.41	7.51	8.11	6.90	9.90	13.27	30.08	52.20	9.61	87.0
Mathematics	1999	1.37	4.17	33.26	38.80	12.46	14.13	12.10	38.69	17.26	5.24	56.9
	2000	1.19	3.57	29.73	34.49	12.10	15.56	12.61	40.27	19.72	5.52	59.9
	2001	0.98	2.53	28.44	31.95	12.35	14.87	13.04	40.27	21.36	6.42	62.4
	2002	0.99	2.50	28.16	31.65	13.20	15.80	13.16	42.16	20.77	5.42	61.3
	2003	0.95	2.18	24.80	27.94	12.46	14.99	13.72	41.16	23.09	7.82	65.7
	2004	0.75	1.62	23.35	25.72	11.57	14.86	14.37	40.80	25.08	8.39	68.1
	2005	0.74	1.45	20.64	22.83	11.25	15.31	14.26	40.82	26.37	9.99	71.0
Science	1999	0.74	2.96	30.37	34.08	11.89	14.74	11.82	38.45	20.89	6.59	61.5
	2000	0.78	2.82	29.27	32.87	12.53	14.04	12.18	38.75	21.35	7.03	62.3
	2001	0.78	2.56	27.51	30.85	11.43	14.98	12.70	39.11	22.03	8.01	64.4
	2002	0.55	2.57	25.10	28.22	11.18	14.39	12.99	38.56	23.57	9.65	67.4
	2003	0.41	2.16	26.11	28.68	9.74	15.02	12.76	37.52	22.83	10.97	68.4
	2004	0.31	1.80	21.41	23.51	9.25	14.08	12.32	35.66	25.99	14.84	74.6
	2005	0.28	1.31	21.94	23.52	9.31	14.42	12.10	35.84	27.18	13.47	74.0
Social Studies	1999	0.90	4.35	22.63	27.88	14.93	17.26	15.39	47.58	21.38	3.16	60.9
	2000	0.71	3.91	20.49	25.11	14.82	16.43	15.29	46.54	23.64	4.72	64.1
	2001	0.59	3.57	19.75	23.90	12.53	16.35	14.42	43.31	26.45	6.34	67.3
	2002	0.48	3.06	19.09	22.63	12.65	16.96	15.48	45.09	26.06	6.22	67.7
	2003	0.48	2.88	17.18	20.54	12.74	16.21	14.71	43.67	27.94	7.85	70.4
	2004	0.42	1.64	14.82	16.87	12.22	16.34	15.50	44.06	29.43	9.64	74.1
	2005	0.39	2.50	15.74	18.63	12.26	15.22	15.11	42.59	28.37	10.41	73.5

Middle		Performance Level Percentages*						Academic Index	
		Novice *			Apprentice *		Proficient		Distinguished
		Non-Performance	Medium	Total	Medium				
Arts & Humanities	1999	1.47	32.92	34.39	35.37	26.67	3.57	57.2	
	2000	1.76	26.58	28.34	35.82	31.34	4.50	62.6	
	2001	1.52	25.51	27.03	34.99	33.34	4.64	64.1	
	2002	1.15	26.15	27.30	34.40	33.46	4.83	64.3	
	2003	2.40	27.15	29.54	24.57	32.79	13.09	69.4	
	2004	1.23	21.85	23.07	32.47	36.85	7.61	69.8	
	2005	1.32	18.92	20.24	27.01	39.97	12.77	76.5	
Practical Living/ Vocational Std.	1999	1.75	24.66	26.41	37.04	25.40	11.16	66.5	
	2000	1.80	23.07	24.87	39.80	25.69	9.64	66.1	
	2001	1.41	21.79	23.20	39.63	27.08	10.09	67.8	
	2002	1.12	20.34	21.46	42.65	27.13	8.76	67.6	
	2003	1.35	20.54	21.89	40.07	24.79	13.26	70.1	
	2004	0.96	18.93	19.89	41.25	28.43	10.43	70.2	
	2005	0.98	17.77	18.75	38.29	27.80	15.15	74.3	
Total Writing	1999	1.66	50.73	52.38	38.13	8.79	0.70	39.2	
	2000	1.33	48.05	49.38	40.14	9.70	0.79	41.1	
	2001	1.09	45.04	46.13	41.55	11.30	1.02	43.5	
	2002	0.98	40.66	41.65	44.66	12.29	1.41	46.3	
	2003	0.72	33.12	33.84	47.92	16.64	1.60	51.9	
	2004	0.70	28.40	29.11	51.28	17.53	2.09	54.9	
	2005	0.62	25.59	26.21	52.29	18.80	2.70	57.3	
Writing On-Demand	1999	1.16	46.15	47.31	47.31	5.26	0.11		
	2000	1.08	43.70	44.78	47.50	7.60	0.13		
	2001	0.95	40.78	41.73	48.89	9.10	0.29		
	2002	0.84	37.80	38.63	55.45	5.69	0.23		
	2003	0.60	24.52	25.13	57.03	17.50	0.35		
	2004	0.49	23.52	24.01	63.77	11.71	0.51		
	2005	0.57	28.36	28.93	59.83	10.50	0.74		
Writing Portfolio	1999	1.78	51.87	53.65	35.83	9.67	0.85		
	2000	1.39	49.14	50.53	38.30	10.22	0.95		
	2001	1.13	46.10	47.23	39.72	11.85	1.20		
	2002	1.02	41.38	42.40	41.96	13.94	1.70		
	2003	0.75	35.27	36.02	45.64	16.43	1.91		
	2004	0.75	29.62	30.38	48.16	18.98	2.48		
	2005	0.63	24.90	25.53	50.41	20.87	3.19		

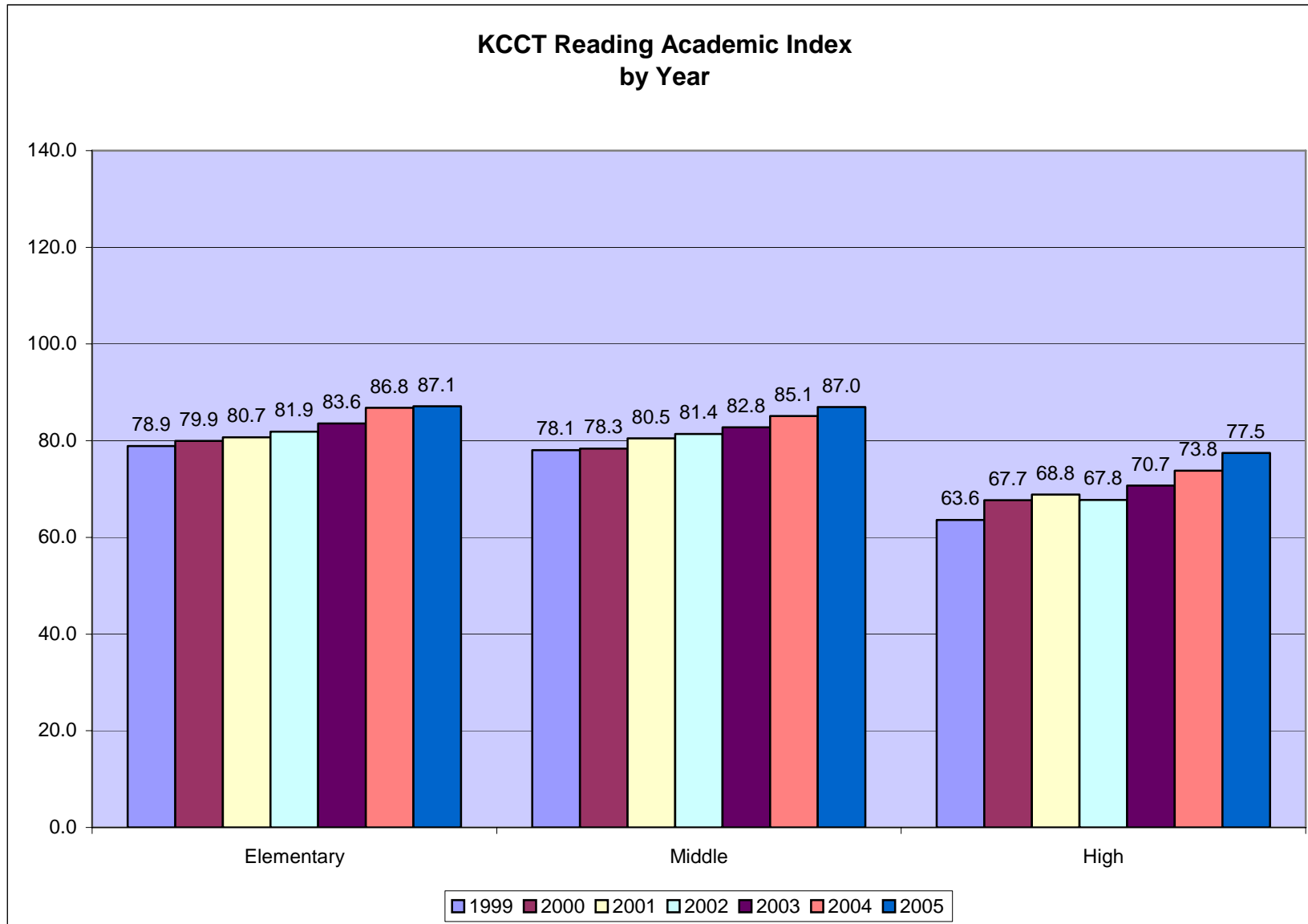
* For the content areas presented on this page, there are no Novice-High, Apprentice-Low or Apprentice-High performance classifications.

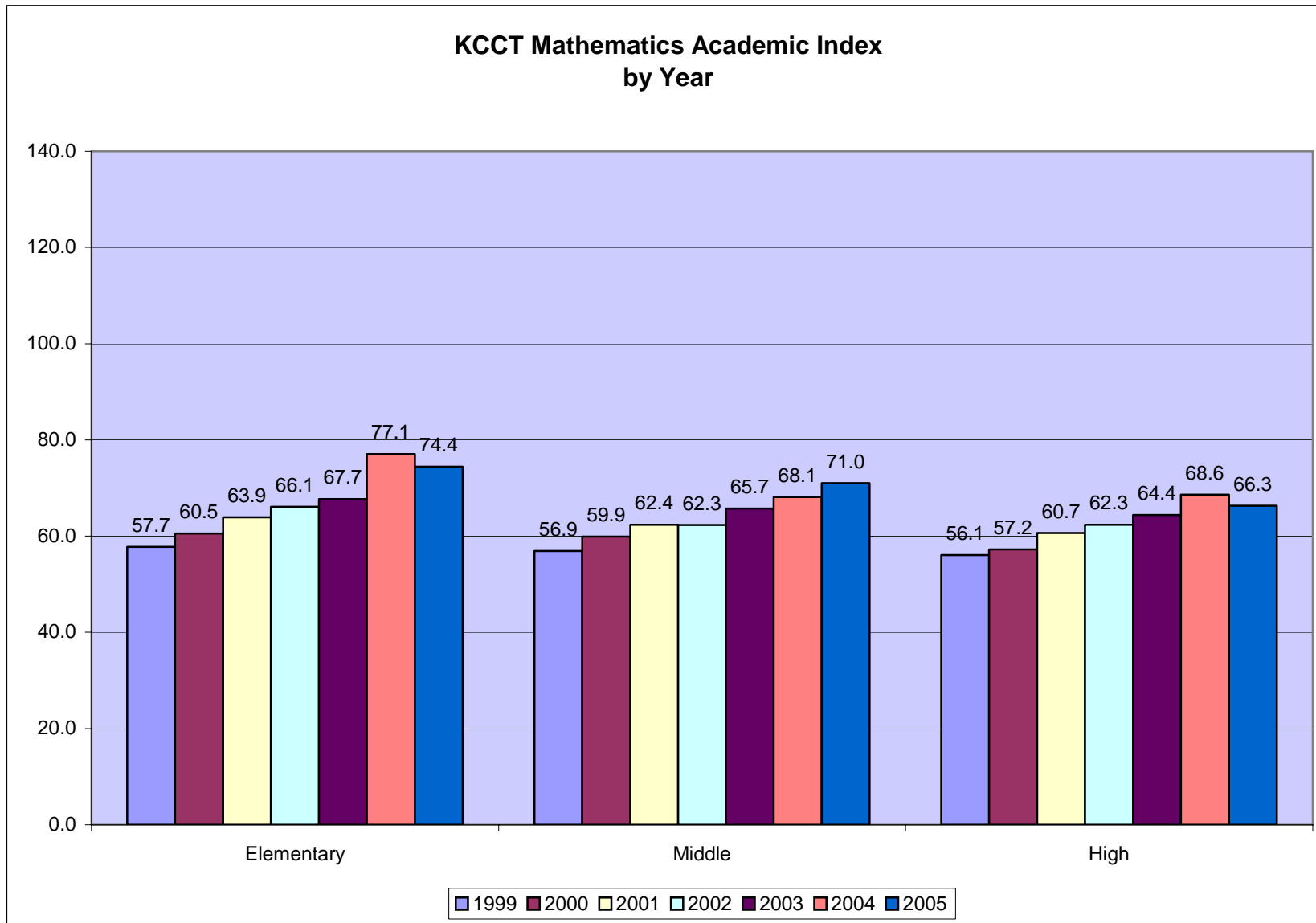
PERFORMANCE LEVEL PERCENTAGES BY CONTENT AREA FOR HIGH SCHOOL

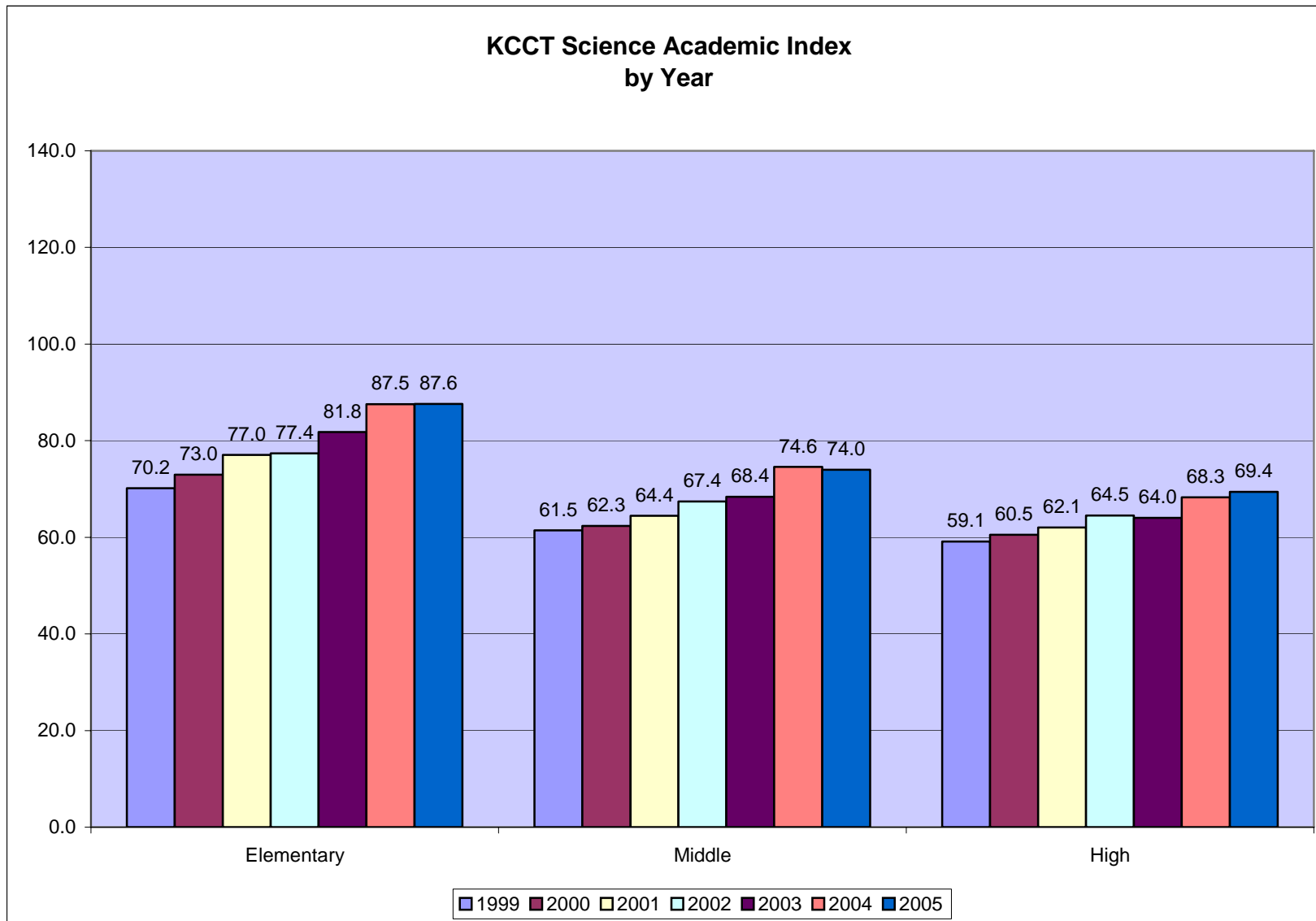
High School		Performance Level Percentages										Academic Index
		Novice				Apprentice				Proficient	Distinguished	
		Non-Performance	Medium	High	Total	Low	Medium	High	Total			
Reading	1999	1.91	5.30	13.91	21.12	15.81	20.75	18.70	55.26	18.76	4.86	63.6
	2000	1.44	4.33	11.91	17.67	15.35	19.43	20.04	54.83	20.75	6.75	67.7
	2001	1.13	4.48	11.99	17.60	14.74	19.14	19.12	53.00	21.72	7.68	68.8
	2002	0.92	4.96	12.91	18.79	15.09	18.97	18.37	52.44	21.56	7.21	67.8
	2003	0.81	4.09	11.05	15.96	14.00	18.98	20.16	53.13	22.74	8.18	70.7
	2004	0.68	3.21	10.51	14.40	13.62	17.79	20.24	51.65	22.98	10.97	73.8
	2005	0.56	2.00	8.08	10.63	12.72	17.70	20.42	50.83	27.25	11.29	77.5
Mathematics	1999	2.99	6.27	34.85	44.11	9.29	10.52	11.11	30.92	19.19	5.78	56.1
	2000	2.84	6.17	33.25	42.26	10.73	10.74	9.92	31.39	19.45	6.90	57.2
	2001	1.80	5.22	30.80	37.81	11.42	10.54	11.06	33.01	21.51	7.67	60.7
	2002	1.61	5.14	30.34	37.09	10.86	9.98	11.75	32.60	21.00	9.32	62.3
	2003	1.42	4.76	28.62	34.80	10.86	10.90	10.32	32.08	22.90	10.21	64.4
	2004	1.33	4.50	25.73	31.56	9.94	10.43	11.23	31.60	23.64	13.20	68.6
	2005	1.37	4.05	27.01	32.43	10.71	11.18	11.21	33.09	23.63	10.84	66.3
Science	1999	1.81	2.49	27.83	32.13	12.94	16.94	12.40	42.27	23.84	1.76	59.1
	2000	1.69	2.55	26.56	30.81	13.57	14.76	13.54	41.87	25.19	2.13	60.5
	2001	1.27	1.96	25.30	28.52	13.75	15.75	13.11	42.61	26.58	2.29	62.1
	2002	1.00	2.02	23.98	27.01	12.46	14.99	14.24	41.69	27.92	3.38	64.5
	2003	0.81	2.40	24.66	27.88	12.18	14.89	14.65	41.71	27.09	3.33	64.0
	2004	0.81	1.51	21.54	23.86	10.49	15.16	14.74	40.39	31.66	4.09	68.3
	2005	0.59	1.07	20.69	22.35	10.58	15.01	14.71	40.31	33.43	3.91	69.4
Social Studies	1999	2.01	3.39	17.35	22.75	16.61	20.29	17.65	54.55	18.34	4.36	62.3
	2000	1.76	3.54	17.30	22.61	17.18	18.01	18.14	53.33	18.42	5.64	63.5
	2001	1.12	3.40	18.39	22.91	16.33	17.55	17.07	50.95	19.32	6.81	64.8
	2002	0.82	3.61	16.70	21.13	15.34	17.23	16.13	48.69	20.64	9.53	68.2
	2003	0.88	4.02	17.19	22.08	15.28	17.38	16.25	48.91	19.56	9.45	67.3
	2004	0.75	3.08	14.47	18.30	12.98	16.72	16.88	46.57	21.51	13.61	73.5
	2005	0.71	3.03	13.27	17.01	11.13	15.29	15.91	42.32	22.71	17.96	78.1

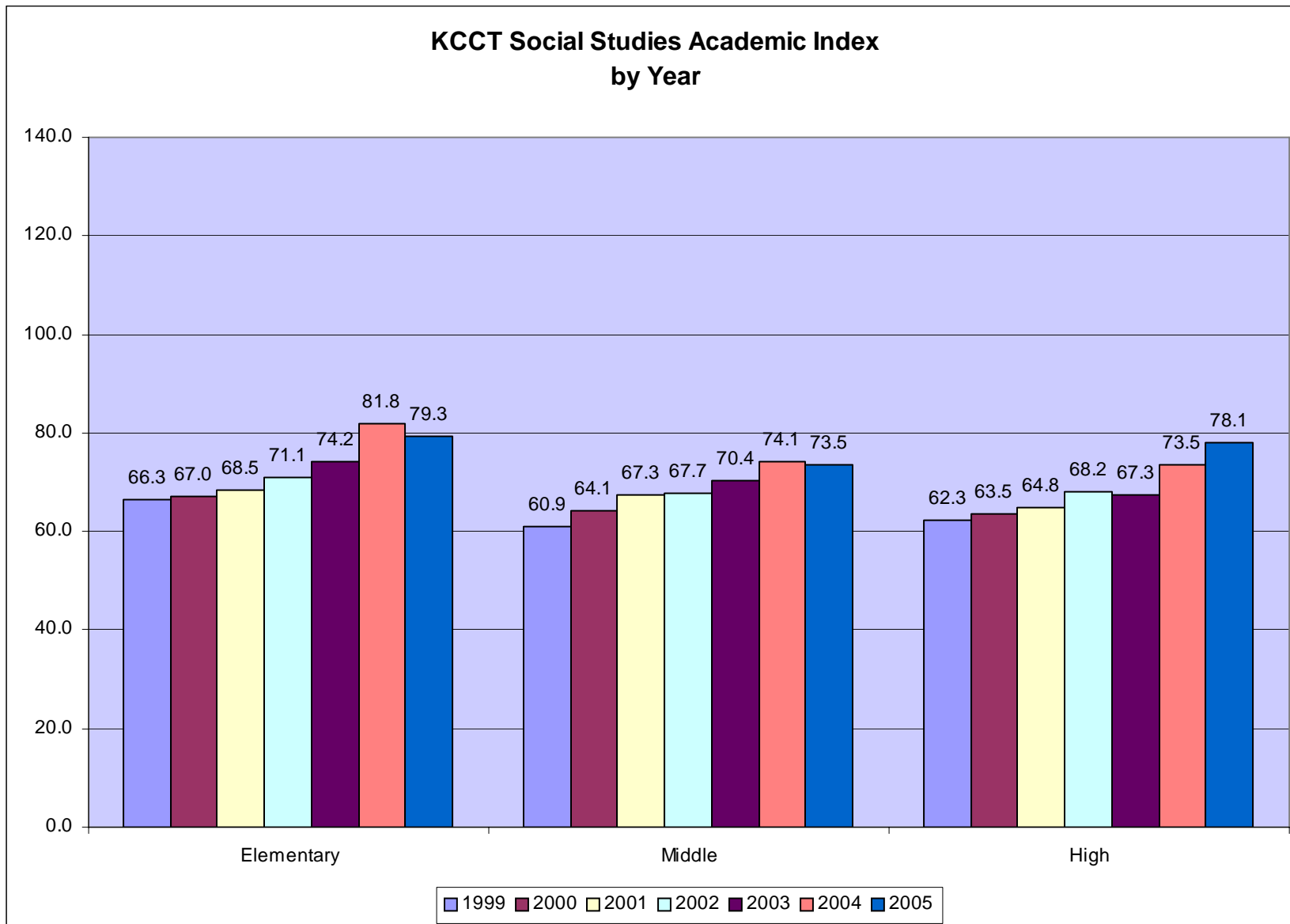
High School		Performance Level Percentages*						Academic Index
		Novice *			Apprentice *	Proficient	Distinguished	
		Non-Performance	Medium	Total	Medium			
Arts & Humanities	1999	2.86	40.27	43.13	39.79	12.40	4.68	48.1
	2000	3.19	35.61	38.80	41.60	14.12	5.48	51.4
	2001	2.16	32.42	34.59	39.22	18.96	7.23	56.8
	2002	1.84	27.82	29.67	39.49	19.76	11.08	62.6
	2003	2.28	27.57	29.85	36.13	20.59	13.43	64.7
	2004	1.81	22.16	23.97	34.92	22.66	18.46	72.3
	2005	1.39	20.92	22.31	38.91	24.24	14.54	70.7
Practical Living/ Vocational Std.	1999	2.68	20.93	23.61	28.58	38.40	9.41	71.4
	2000	2.23	17.75	19.98	31.72	38.76	9.54	73.5
	2001	1.89	18.23	20.12	31.33	38.85	9.70	73.6
	2002	1.49	19.93	21.42	30.10	39.42	9.06	72.8
	2003	1.62	17.82	19.44	30.08	38.53	11.95	75.6
	2004	1.14	15.52	16.66	28.91	40.95	13.48	79.2
	2005	1.00	13.91	14.92	30.64	43.19	11.25	79.1
Total Writing	1999	1.57	25.55	27.13	52.30	18.58	2.00	56.1
	2000	1.49	27.63	29.11	50.07	18.96	1.87	55.2
	2001	1.30	22.01	23.32	53.48	21.02	2.18	59.0
	2002	1.14	21.87	23.01	51.77	22.68	2.55	60.1
	2003	0.81	16.71	17.52	53.47	25.82	3.20	64.6
	2004	0.84	15.51	16.34	54.85	25.28	3.53	65.1
	2005	0.98	12.22	13.20	54.23	28.55	4.03	68.3
Writing On-Demand	1999	1.17	32.31	33.48	57.86	8.57	0.09	
	2000	0.95	34.66	35.61	51.89	12.35	0.15	
	2001	0.72	20.15	20.87	64.42	14.43	0.28	
	2002	0.52	23.89	24.42	57.47	17.86	0.25	
	2003	0.42	19.21	19.63	61.53	18.37	0.47	
	2004	0.39	18.98	19.37	64.83	15.37	0.44	
	2005	0.71	15.44	16.15	63.83	19.50	0.53	
Writing Portfolio	1999	1.67	23.86	25.54	50.91	21.08	2.48	
	2000	1.62	25.87	27.48	49.61	20.61	2.30	
	2001	1.45	22.48	23.93	50.74	22.67	2.66	
	2002	1.29	21.37	22.66	50.35	23.88	3.12	
	2003	0.91	16.08	16.99	51.46	27.68	3.88	
	2004	0.95	14.64	15.58	52.36	27.76	4.30	
	2005	1.05	11.41	12.46	51.83	30.81	4.90	

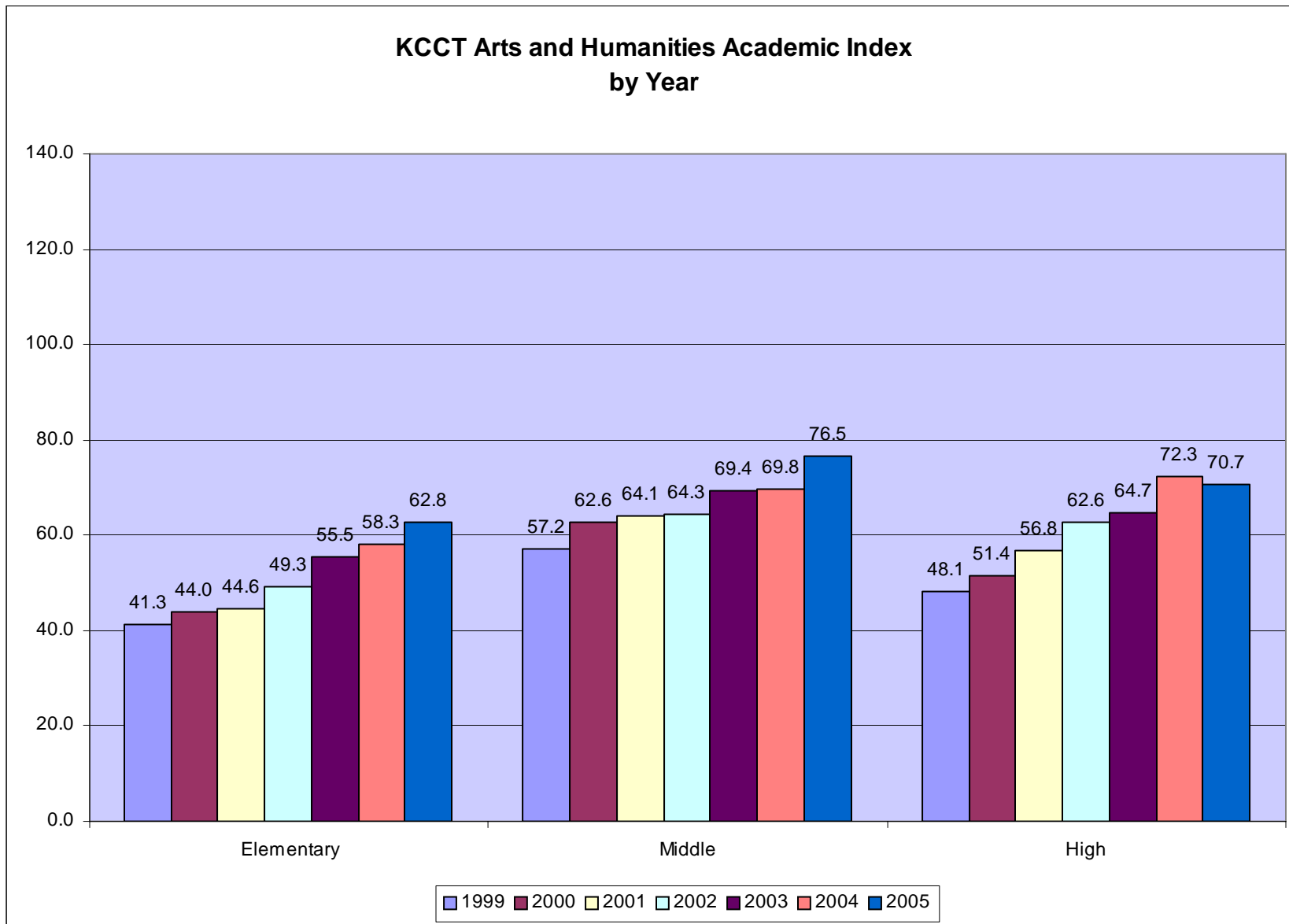
* For the content areas presented on this page, there are no Novice-High, Apprentice-Low or Apprentice-High performance classifications.

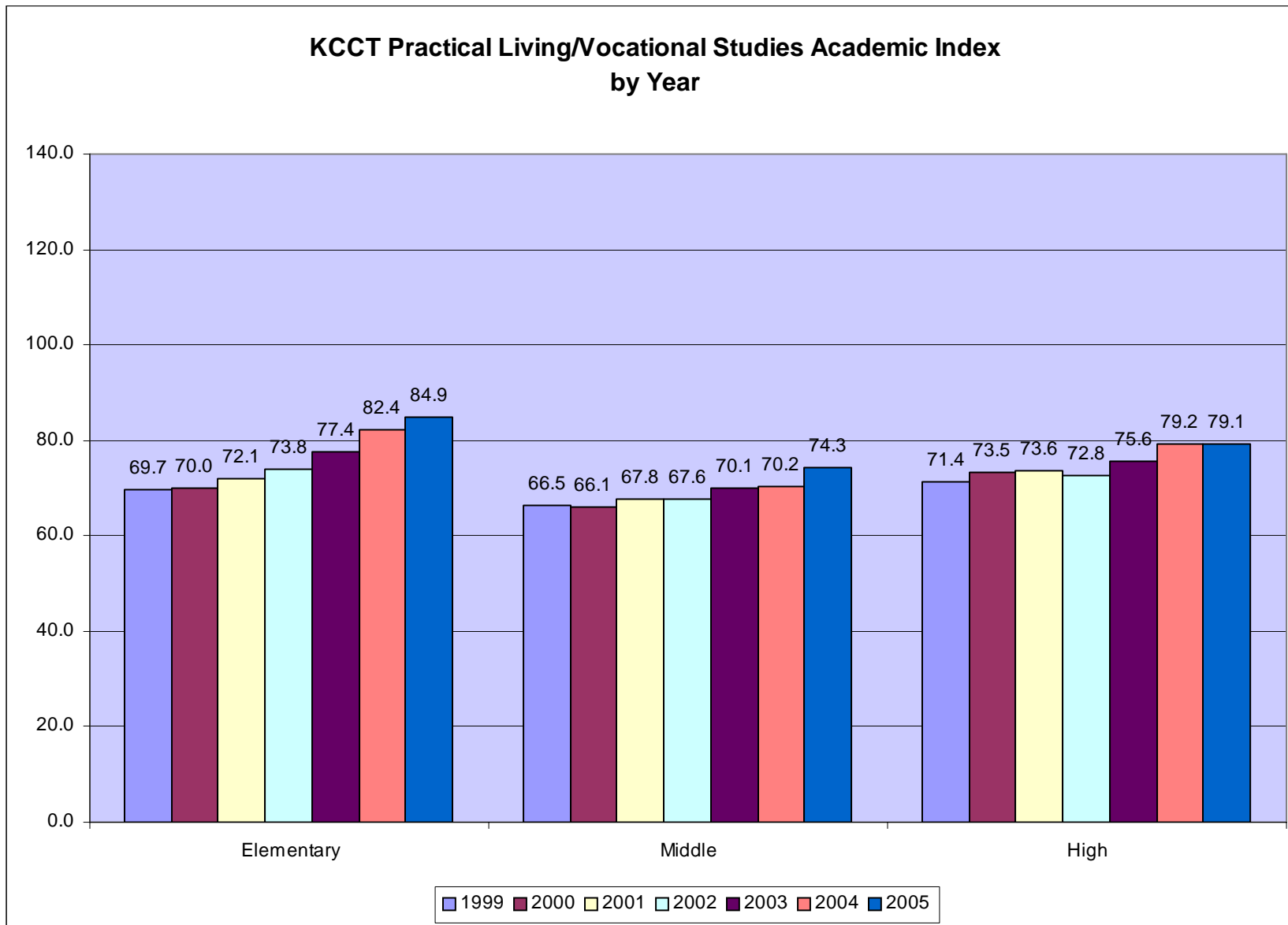
INDICES BY CONTENT AREA FOR ELEMENTARY, MIDDLE AND HIGH SCHOOL

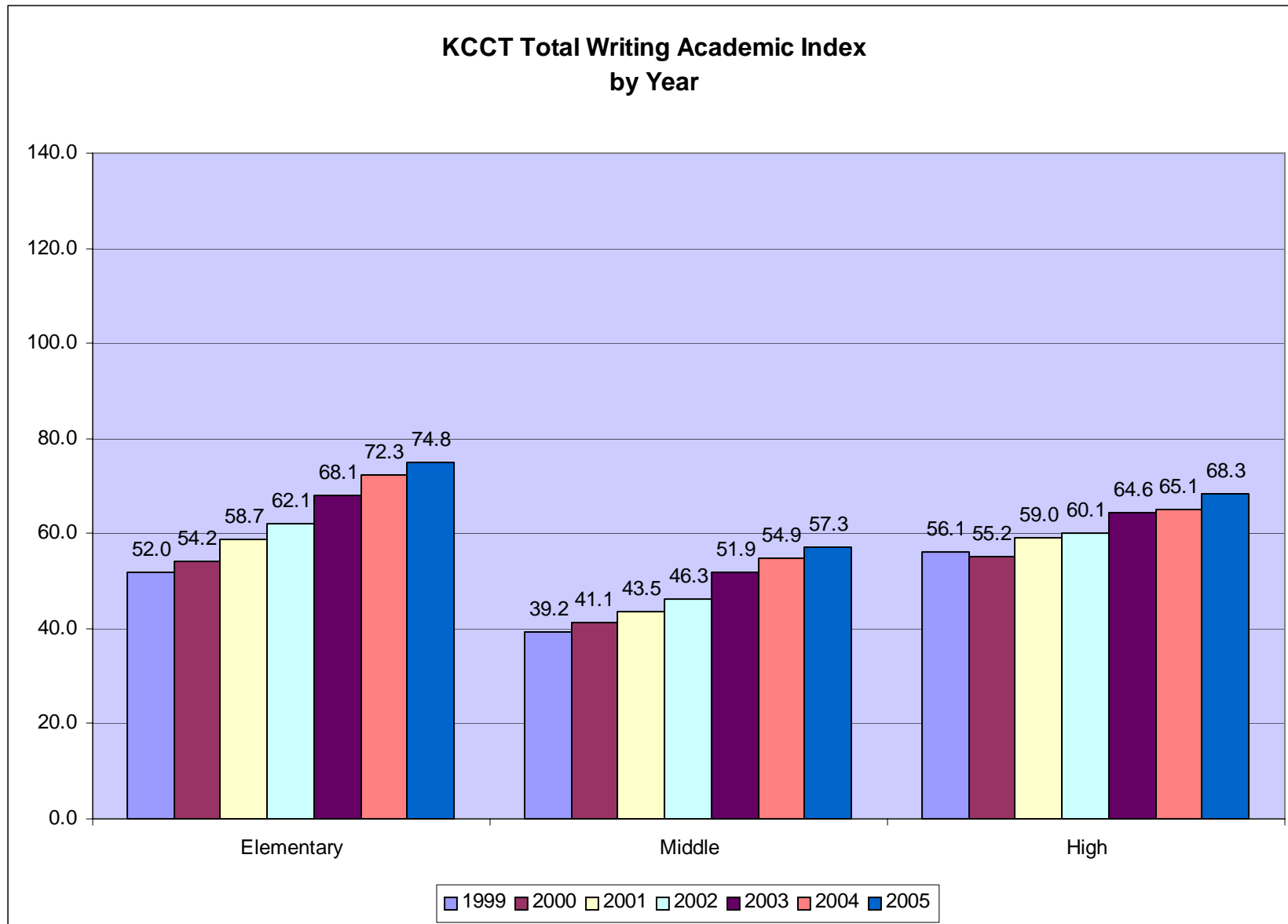




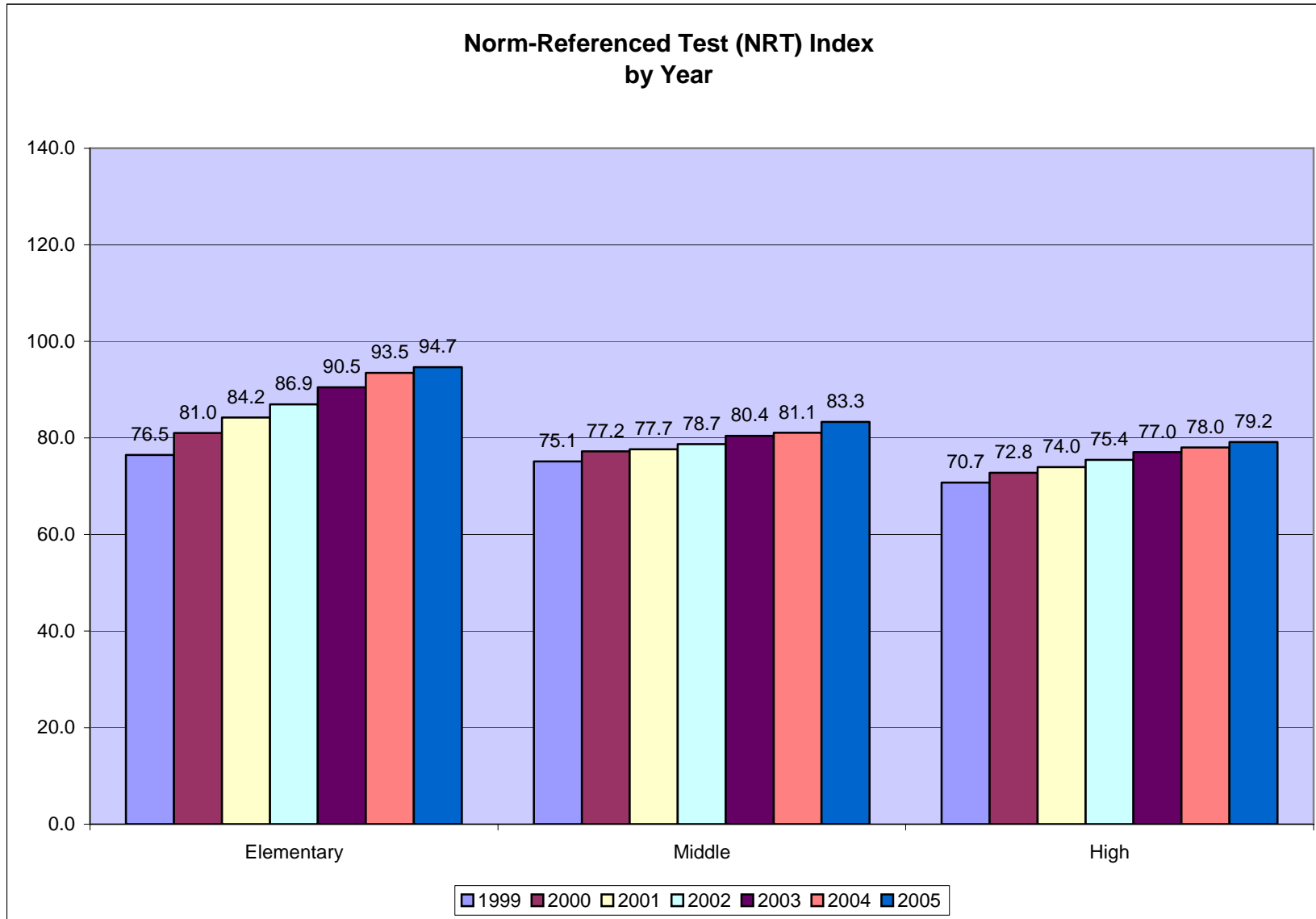




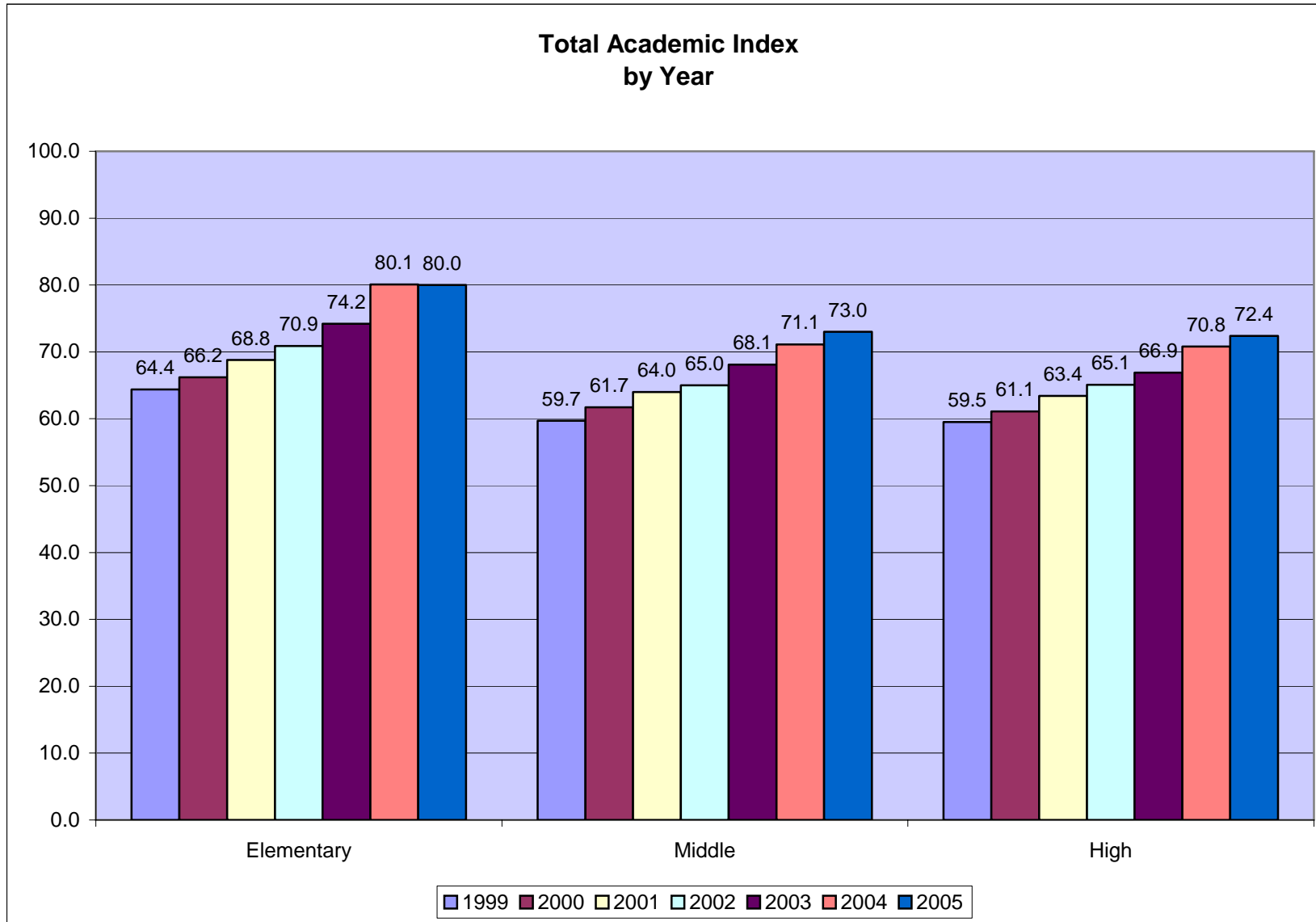




NORM-REFERENCED TEST (NRT) INDICES FOR ELEMENTARY, MIDDLE AND HIGH SCHOOL



TOTAL ACADEMIC INDICES BY ELEMENTARY, MIDDLE AND HIGH SCHOOL



NONACADEMIC INDICES FOR ELEMENTARY, MIDDLE, AND HIGH

